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ABSTRACT

External funding can provide a valuable means of enabling an institution to augment the growth and quality of its regular program. Because the institutional benefits of special projects can be maintained only through a reasonable degree of central administration and control, Chemeketa Community College has developed this guidebook of procedures to be followed by personnel applying for or receiving externally funded grants. This guidebook covers the origination of ideas, the identification of funding sources, the development of a prospectus to be submitted to the Chemeketa Project Development Coordinator for preliminary approval, the review of college priorities, the development of a full-scale proposal, submission of this proposal to funding sources, approval or disapproval procedures, project monitoring, and project closure. The roles of all college personnel involved in the application procedure are carefully delineated, and a list of possible funding sources is appended. (NHM)

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GRANTS POLICY

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September 8, 1975

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ADMINISTRATION OF EXTERNALLY-FUNDED PROJECTS AT

CHEMEKETA COMMUNITY COLLEGE

I. General Philosophy

The general purpose of acquiring funds from external sources is to augment the growth and the quality of the regular program of Chemeketa Community College.

Each faculty member, administrator, or student naturally desires to contribute to the growth and quality of the College. Unfortunately, it takes more than interest and desire to achieve that as a measure of quality. It also takes money. Many projects need release time, laboratory equipment, additional staff, computer time, supplies, and other facilities that cannot be obtained with the College's limited resources, and require outside financial support. To obtain this support, a sponsor must be found, a grant application must be completed, a grant must be reviewed internally to assess its impact on the College, it must be submitted according to required format and deadlines, and if funded, the project must be conducted in such a way as to reflect favorably on the College, and enhance its possibility of continued funding.

On top of an already-crowded schedule of activities, the pursuit of external funding may seem like more trouble than it is worth. But if there is widespread reluctance to complete the work necessary and take the inevitable risks, the College as a whole will be seriously restricted in its ability to innovate. The belief that external grants distort the priorities of the institution can undercut the flexibility of the College. Administrators are often worried about the overcommitment of funds and staff to projects which cannot be supported later by internal College funds.

The ultimate result of these attitudes may be the loss of flexibility which external funds can provide. There are other, hidden, consequences which can be more serious. A college which is "afraid" of external grants becomes known as a conservative, unimaginative institution. Those grants which are received are administered in a haphazard, "ad hoc" manner. This in turn can lead to potentially serious problems of overexpenditure, misappropriation, or breach of grant contract.

The inherent problems of external funding can be avoided if the central purpose of such funding is kept in mind: to augment the growth and quality of the regular program of the institution. This purpose can be achieved if several principles are established in the policies of the college:

a. Everyone in the college shares responsibility for augmenting the growth and quality of college programs through external funding.

b. The institutional benefits of special projects can be maximized only through a reasonable degree of central administrative and control.

c. Every idea that is translated to a funding proposal should be reviewed carefully to determine its consistency with the long-range goals of the college.

d. It is preferable to anticipate the needs of the college, and seek support to meet those needs, rather than to seek funds simply because they are available.

e. Much wasted effort can be avoided by giving careful attention to the political realities which surround every grant application.

f. The college has an obligation to carefully evaluate the results of every externally funded project, to determine whether the activities or ideas should be incorporated in the regular college

program.

a. Applicants should cover fact circumstances in external funding (such as being transformed from "hard" money to "soft" money) from time. The College should develop the capability of securing the above and ensure external funding by providing release time and other forms of support.

These concepts are relatively easy to establish as policy, but difficult to carry out in practice. We clearly encourage, indeed, even demand by all who participate in the external funding process, to an essential aspect.

2. Procedures for developing and administering projects

The development of the [illegible] ... A project will result from any agency, office, and section of the [illegible] should be considered as a joint [illegible] agencies of these three sections. ... these will be governed by [illegible] administrators, residents, and in other cases, the agencies which are [illegible] serving the [illegible]. Generally private-citizen and municipal agencies, or businesses might organize [illegible] which can be considered [illegible] [illegible] activity. The section has [illegible] in this case, in three phases, in [illegible] as [illegible] [illegible]. ... [illegible] for federal and [illegible] these are considered to assist [illegible], but these agencies [illegible] [illegible] ... [illegible] ... who [illegible] projects). ... [illegible] the [illegible] [illegible] ... [illegible] [illegible] [illegible] [illegible] ... [illegible] [illegible] [illegible] [illegible]

[illegible]

project, the fiscal obligations are met, and overexpenditures and underexpenditures are avoided. The project evaluation is also completed, and this can have a strong impact on the funding source, the College staff, and the wider community. If results of the project are impressive, funding may be increased by the agency in the next cycle. It is also possible that the procedures developed in a project may be incorporated in the regular College program, using general funds support. Truly noteworthy projects will be covered by the local press, copied by other community colleges, and described in national journals. The most important reason for giving special attention to the evaluation and closure of projects, however, is the sense of craftsmanship and contribution that it will bring to those who participated in the project. The Project Development Coordinator will assist not only in meeting the technical requirements of closure, but in assuring that the qualities of the project are known and have a positive impact on the College as a whole.

III. Review of Roles and Policies

1. The purpose of the Project Development Program is to augment the long-range objectives of the College, and to improve the quality of service to students and the community.
2. The role of applicants is to develop ideas; assist in searching for funding sources; identify project objectives, activities, budget schedule, and design. If a project is funded, the applicants will submit interim and final reports; conduct competent evaluations; meet contractual obligations and expend budgeted funds.
3. The role of the Project Development Coordinator is to collect and generate project ideas; disseminate information on funding sources; review with the Project Advisory Committee all prospectuses; report proposal activities to the President and his Advisory Council; assist in the development of the final draft of proposals; conduct sign-off procedures; submit applications and maintain contact with the funding agencies; participate, if necessary, in negotiations on final budget or activities; notify applicants of decisions and relevant reporting dates; systematically review project expenditures and evaluations; assist in the closure of projects and the dissemination of results.
4. The role of the Staff Support Services is to review prospectuses and final proposals to determine their impact on the total College program. The Staff Support group will be responsible for establishing the sequence and priorities of applications prior to the appointment of the Projects Advisory Committee.

5. The role of the Dean of the division sponsoring the project is to assist applicants in the development of project ideas; review proposal abstracts and drafts; sign-off on final applications; if projects are funded, monitor activities and expenditure patterns; maintain support for general-fund activities which augment the project; if projects are successful, consider means of incorporating project activities in the regular College program.
6. The role of the Dean of Administrative Services is to review proposal prospectuses; assess the budgetary impact on the College; assist applicants in developing project budgets; establish procedures for estimating indirect costs; sign-off on all final applications; advise the project director on requisition and budgeting procedures; maintain a monthly expenditure record of all projects; assist applicants in closing procedures; and maintain project files for audit purposes.

7. The role of the President and the Advisory Council is to sign-off on final applications; inform the Project Development Coordinator and his Advisory Committee on priorities, directions, and needs of the College; assess the impact of applications or projects on the long-range growth of the College; determine which externally funded activity should be incorporated in the College program; and disseminate the results of successful projects to appropriate audiences.
8. The role of the Community College Board is to advise the President and his staff on long-range directions and needs of the College,

and review applications submitted by the College. When applicants are approved by funding agencies, the Board will decide whether to grant authorization to receive and expend funds.

IV. Conclusion

Every effort should be made to coordinate the submission of grant applications with the procedures established by the College. The system is set up as a benefit to the applicant and not as a bureaucratic obstacle. To submit the application with indifference to the established channels would be embarrassing to the applicant, the College, and those who hope to participate in the project. It would be disappointing, of course, if the grant were not funded. Even more disappointing, to say the least, would be to receive the funds, only to find that the conditions (financial, space, or time) were such that it was impossible to pursue the project. The full cooperation of the entire College community will be needed to avoid such disappointment.

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PROSPECTUS FOR EXTERNAL GRANTS

Initiator _____ Phone _____

Division or Cluster _____

Possible Funding Source (if known) _____

Proposed Dates of Project. Proposal Deadline(s) if known

FROM: _____ _____

TO: _____ _____

BRIEF TITLE	
PROBLEM OR NEED ADDRESSED BY PROJECT	
OBJECTIVES OR MAJOR OUTCOMES	
PROJECT ACTIVITIES (RELATED TO OBJECTIVES)	

To receive more information or submit forms, contact Dr. John C. Rude, Bldg. 40, Extension 5125.

STAFFING PATTERN				
EVALUATION PROCEDURES				
		COLLEGE SHARE	GRANT SHARE	TOTAL
	Salaries & Wages			
	Fringe Benefits			
	Travel			
	Supplies			
	Postage/Phone			
	Printing/Repro.			
	Contractual Srvcs			
	Other Direct Costs			
	Indirect Costs (8%)			
	TOTAL			
PROPOSED USE OF COLLEGE FACILITIES				
OTHER SIGNIFICANT FACTORS				

SIGNED _____ DATE _____

(Office Use)

1. Priority Rank

_____

2. Action Taken

Submitted: _____

Date: _____

*To receive more information or submit forms, contact Dr. John C. Rude, Building 40, Extension 5125.

[illegible]

Note: This is a brief "checklist of possible sources, some [illegible] may be updated for the current year, others could be updated [illegible] "difficult" -- but still possible. To obtain more info, and [illegible] current information, contact the Coordinator of Project Development, in Building 40, Extension 6125.

I. Local Sources

Mid-Willamette Valley Manpower Consortium
Community Development Funds at Banks
Local Committees:
- Environmental Commission
- Arts Commission
- Aquarian Foundation

II. State Sources

Educational Coordinating Commission
- Title I - Continuing Education and Community Services
- Title IV - Instructional Equipment
- Oregon Postsecondary Education Council

State Departments of Education
1. Vocational Education
   - Adult (apprentice, retraining, career/training)
   - Guidance and Placement
   - Community Development
   - Interdisciplinary
   - Disadvantaged
   - Handicapped
   - Consumer/Homemaking
   - Cooperative Work Experience
   - Technical Assistance
   - Curriculum
   - Personnel Development
   - Research and Evaluation
   - Construction
2. Adult and Adult Basic (through Community Services District[?])

Oregon Arts Commission

Oregon Commission for the Humanities

Bicentennial Revolution Bicentennial - Commission of Oregon

Department of Economic Development

Law Enforcement Council

State Scholarship Commission

Department of Human Resources (Principal Contributor)
- [illegible] Service Division
- [illegible] Division
- [illegible] Division
- [illegible] Division
- [illegible] Section
- [illegible] Division
- [illegible] Division
- [illegible] Administrative Division
- [illegible] Program Agency Role: [illegible]

[illegible] Federal Agencies

[illegible] Education
[illegible] Vocational Training
[illegible] Participation Program
[illegible] for Teachers of Handicapped
[illegible] Fund
[illegible] for the Improvement of Postsecondary Education
[illegible] Education
[illegible] Service and Continuing Education (Proprietary)
[illegible] Project Funded Jobs
[illegible] Loans to Postsecondary Institutions
[illegible] Assistance Basic Grants
[illegible] Financial Assistance Grants
[illegible] Work Study
[illegible] Service to Disadvantaged
[illegible] Grant [illegible]
[illegible] Vocational Education Facilities
[illegible] Library
[illegible] Curriculum Development
[illegible] Projects Abroad
[illegible] Training Program [illegible]
[illegible] Education
[illegible] - Nurse Training
[illegible] Loan and Subsidy [illegible]
[illegible] Nurse Internships
[illegible] Professions Scholarship Grants
[illegible] and Girls Career Training
[illegible] Work Study Program
[illegible] Education [illegible] Manpower
[illegible] Manpower Training
[illegible] Training
[illegible] Manpower Training
[illegible] Manpower Projects
[illegible] Project
[illegible] and [illegible]
[illegible] Health of Children and Families
[illegible] of Child and Maternal
[illegible] and Development of Rural
[illegible] Training in Rural
[illegible] Mental Health Research
[illegible] Rehabilitation Projects
[illegible] for Rehabilitation Projects
[illegible] for Mentally Retarded
[illegible] Services for Youth